



SECRET SERVICE: ROLE PLAY EXERCISE

Subject: Trade and Industrial Education | Current: 2010 | Grade: 11-12

Day: 2 of 2

1 Purpose

Understand the duties of a Secret Service Agent by participating in a role play activity.

2 Duration of Lesson

50 Minutes.

3 Additional Topics Addressed

Security, Department of Homeland Security official duties, psychology of a bomber, Map skills

4 Objectives

Students should be able to:

- Understand basics of a role playing activity.
- Understand the current mission of the Special Agents and Uniformed Division of the Secret Service.
- Understand how Special Agents and the Uniformed Division carry out their mission.
- Apply knowledge in a practical exercise.
- Read and effectively use a map.



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5 Standards & Benchmarks

Students will demonstrate appropriate behaviors and characteristics needed for career success and for completion of further education and training programs. They will apply academic skills and knowledge to workplace tasks and develop positive relationships with co-workers, community members, and family.

LE.1

Allocate the appropriate resources for task completion.

LE.1.1

Demonstrate effective interpersonal skills.

LE.1.2

Develop leadership skills.

LE.1.3

Establish positive relationships with people from diverse backgrounds.

LE.1.4

Apply effective critical thinking, decision making, and problem-solving techniques.

LE.1.6

Demonstrate effective listening and speaking skills.

LE.1.11

Students learn and practice law enforcement and crime prevention procedures related to various public safety occupations. They use critical thinking skills and problem solving techniques to conduct investigations and collect evidence.

LE.3

Indiana Department of Education. (n.d.). Indiana Standards and Resources: Law Enforcement: Trade and Industrial Education. Retrieved from <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

6 Vocabulary

The following definitions are from http://www.secretservice.gov/whoweare_ud.shtml

- **“Counter sniper Support Unit The Countersniper Support Unit (CS):** Created in 1971, the CS unit’s purpose is to provide specialized protective support to defend against long-range threats to Secret Service protectees. Today CS is an operational element of the Presidential Protective Division.
- **The Canine Explosives Detection Unit (K-9):** Created in 1976, the mission of the K-9 unit is to provide skilled and specialized explosives detection support to protective efforts involving Secret Service protectees.



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- **The Emergency Response Team (ERT):** Formed in 1992, ERT's primary mission is to provide tactical response to unlawful intrusions and other protective challenges related to the White House and its grounds. ERT personnel receive specialized, advanced training and must maintain a high level of physical and operational proficiency
- **Magnetometers:** The Secret Service began relying on magnetometer (metal detector) support by Uniformed Division officers to augment its protective efforts away from the White House following the attempted assassination of President Ronald Reagan. The Magnetometer Support Unit's mission is to ensure that all persons entering secure areas occupied by Secret Service protectees are unarmed."

7 Materials

----- Three maps of a region or building, paper, pen, laptop projector, colored markers, note cards.

8 Additional Resources

----- If possible, arrange for a retired Secret Service Agent to provide a lecture. (This would have to be another class period.)

9 Procedures & Methods

----- Role playing and cooperative learning.

A. Introduction

On a note card, have the students describe the last time they encountered a Secret Service Agent. If the students do not have an experience, give the students the example of the Presidential Inauguration. Ask the students to describe the actions of the agents. What are their main responsibilities? Have some of the students read their responses.

B. Development

Now, talk to the students about some of the responsibilities of an Agent. Provide the example of protecting a VIP from a terrorist act. Explain to the students that they are going to plan a schedule for a VIP using a map and role play.



C. Practice

For the rest of the period, divide the class into three groups again. Group 1 will be the Special Agents with one student being a VIP, Group 2 will be the Uniformed Division, and Group 3 will be the attacking group. Limit Group 3 to 6 students. Give each person one of the index cards to provide the role that will come into play later. Depending on class size, you may have more than 1 set of three groups completing the exercise.

Have Group 1 take a look at the map first. Their objective is to create three different routes to take their VIP from Point A to Point B using one of the colored markers on the map. Once they have created the three paths, then Group 3 goes next. Have Group 3 observe all three routes and then as a group, plan where they want to set up their six attacks. Group 3 does not know which path will be taken, so they will have to plan carefully if they want to succeed, since they only have six chances. Have the group mark an X with one of the colored markers where each person plans on being to try and attack the VIP. Once they have chosen their positions, have the group mark six other areas from which they might have attacked with a different colored marker. It is important that Groups 1 and 2 DO NOT know which is which, other than those are suspected areas of attack. Next, have Group 2 take a look at the map. Group 2 has 8 places that they are allowed to search for attacks. Have the group mark on the map with a different colored marker than what has already been used to mark the 8 positions they want to search. Once they are done, have Group 1 choose which route they want.

If time permits, walk the route to determine the outcome. Group 1 is allowed 10 bodyguards to protect their VIP. Groups 2 and 3 will go to their positions on that route that they chose to search and from which they will attack, respectively. Have Group 1 move along the path they chose with any extra students following to observe. If Group 1 comes to an attacking position, and there is no one from Group 2 there to have searched the area, the attack is successful and a bodyguard is removed depending on the type of attack: 3 bodyguards for the Bomber, 2 bodyguards for a Bomb, and 1 bodyguard for a Gunman. If however, someone from Group 2 is in that position, then the Uniformed Division has successfully cleared the threat and Group 1 moves unharmed. Continue this exercise until either Group 1 reaches Point B or all the bodyguards have been removed.

If there is not enough time to walk the route, place the map somewhere where the entire class can see it and go through the outcome in class. Show which route was chosen and then explain what would happen as the VIP moved along the route. If Group 3 made a mark along the route that is an area of attack then the attack succeeds or fails, depending on where Group 2 decided to search.



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The overall goal of this exercise is to demonstrate what the Secret Service goes through to ensure the protection of VIPs. Group 1 is in charge of planning a route (the Secret Service always has more than 1), but must choose a way to go that appears the safest. Group 2 is the Uniformed Division, in charge of searching along the intended routes to ensure they are safe. Since resources are limited, not all areas can be searched properly or completely. Group 3 is the attackers, people who know of the routes, but are unaware of which route will be used. To succeed they have to plan carefully where they want to attack from and hope that the VIP comes along that route and that Group 2 does not search that area.

D. Independent Practice

Have the students write a newspaper article describing the events. The students can choose to write about a successful detonation of a bomb or they can write about how the agents foiled the plot.

E. Accommodations (Differentiated Instruction)

Students who have visual, mobile or hearing impairments may need adaptive computer software to assist with using the computer and accessing the websites for information. They may also need assistance with reading the note cards and placing the markers.

F. Checking For Understanding

Ask the students what they found to be the most interesting aspects of the Secret Service. Inquire about the qualifications and duties.

G. Closure

After reviewing the qualifications and duties of the Secret Service, close the lesson with a reminder for the class to review the website: <http://www.secretservice.gov>.



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10 Evaluation

Newspaper article will be graded as follows: 1-more than five errors, unclearly written; 2-fewer than five errors, some grammatical errors, easily understood; 3-no errors, excellently written.

For the role play activity, group members will assess according to the following scale:

- 10: Fully engaged
- 5: Moderate Participation
- 2: Very Little Participation
- 0: No participation

11 Teacher Reflection

This simulation and role playing exercise will be more interesting if the students are able to walk the proposed site. You may have to make the plans in one classroom setting and allow for a “walk” of the proposed site at another date.

12 Resources & Media

The Federal documents used in this lesson plan are works of the U.S. Government and are not subject to copyright protection in the United States (17 USC § 105).

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